

PARENT ADVOCACY: WHAT CAN STATES AND DISTRICTS DO TO SUPPORT SCHOOLS

30th Annual Inservice Training Conference

National Coalition of Title I/Chapter I Parents

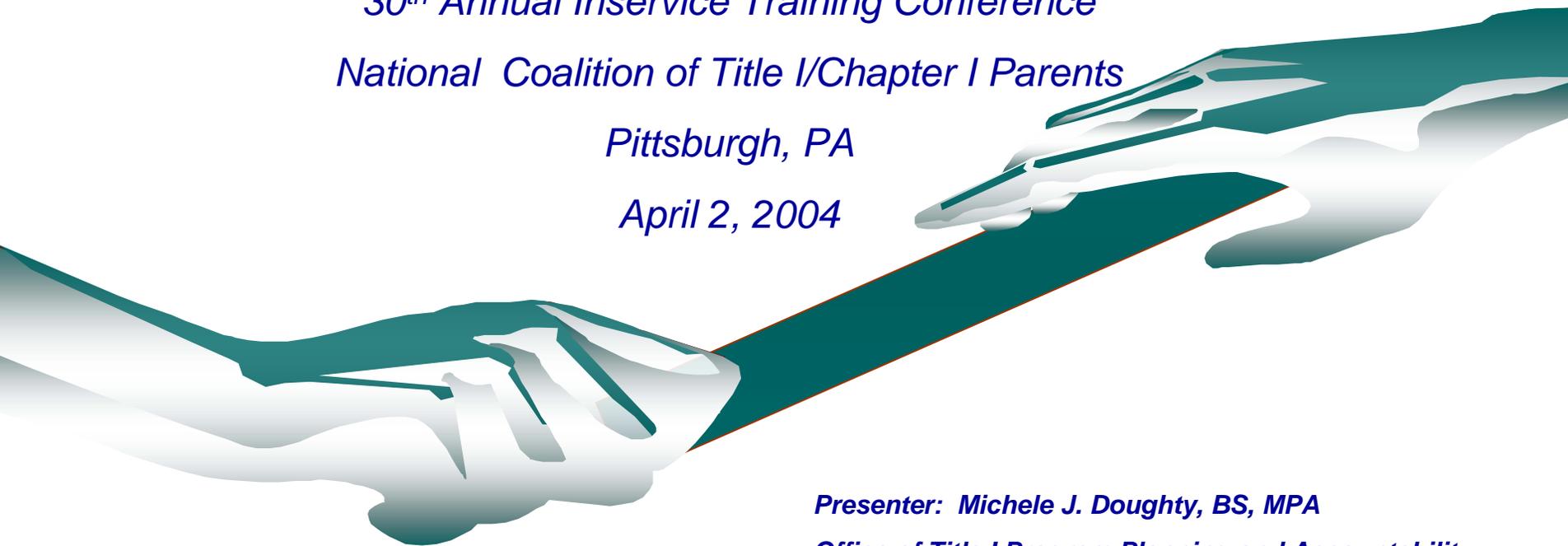
Pittsburgh, PA

April 2, 2004

Presenter: Michele J. Doughty, BS, MPA

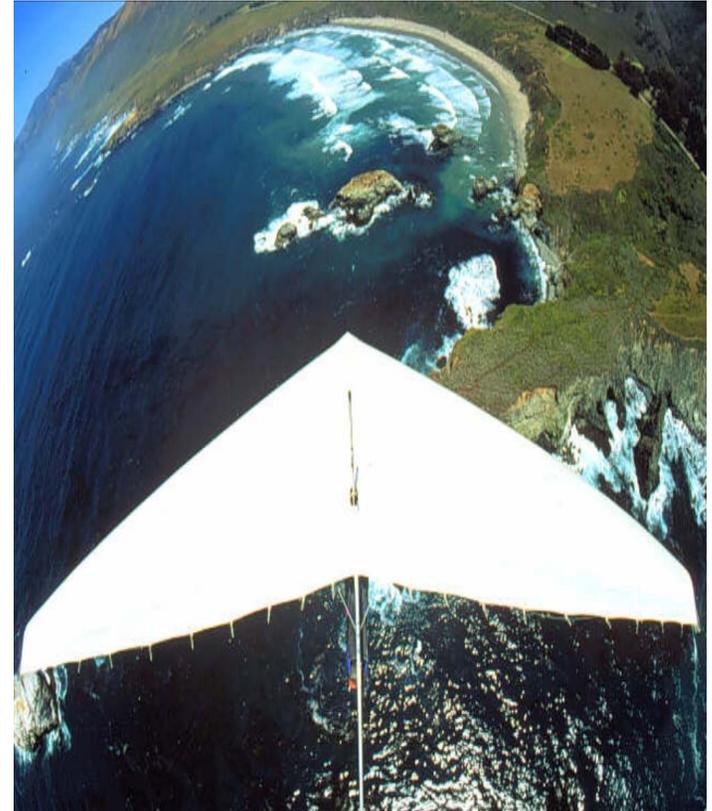
Office of Title I Program Planning and Accountability

New Jersey State Department of Education

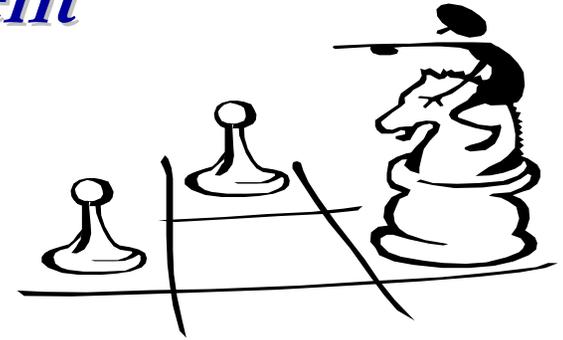


Session Objectives

- (1) To discuss the role of the state in building capacity for the implementation of *effective* parent involvement programs.
- (2) To discuss the role of the district in building capacity for the implementation of *effective* parent involvement programs.
- (3) To discuss how state and district plans can collaboratively assist local parent involvement school programs.



State And District Policies That Encourage Parental Involvement



Section 1111: Provides policies for parent involvement specifically at the state level.

Section 1114 : Provides parental involvement requirements for schoolwide programs.

Section 1116: Provides parental involvement requirements regarding the notification process when schools are identified in need of improvement.

Section 1118: Provides parental involvement requirements for districts and schools regarding written parent involvement polices and school compacts.

Section 1120: Provides parent involvement requirements related to children enrolled in private schools.



State and District Collaboration

State Plans - Parental Involvement

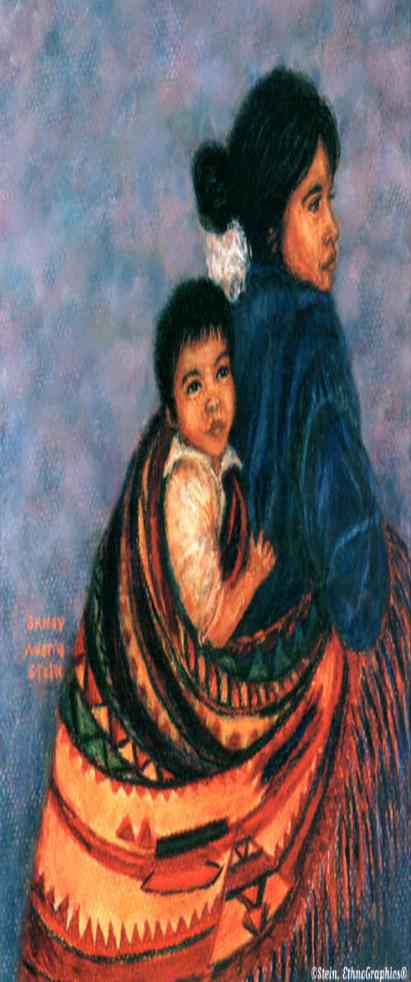
Section 1111

What Is The Role of The State?

The State is Required to Support the Collection and Dissemination to Local Educational Agencies and Schools of Effective Parental Involvement Practices:

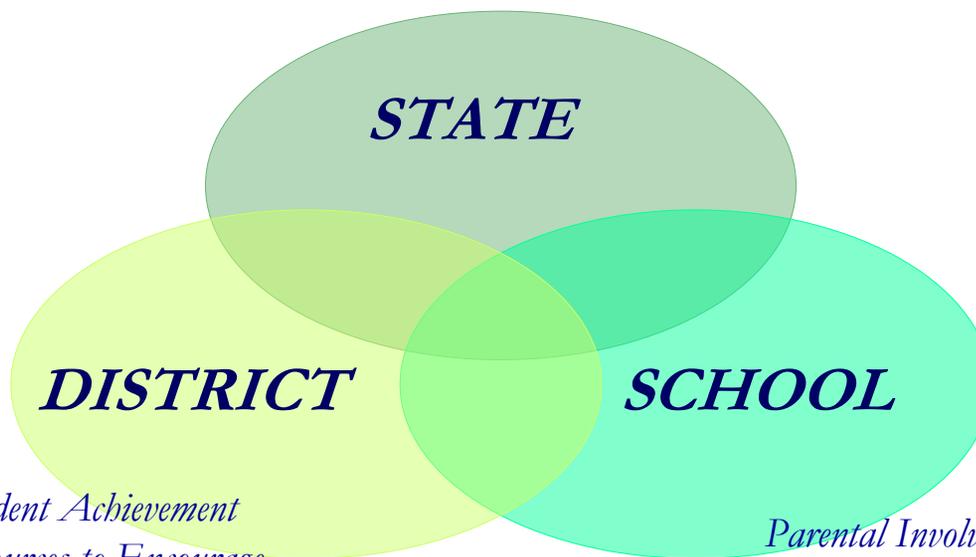
Practices Should Be Based On:

- Current research that meets the highest professional and technical standards, and
- Geared toward reducing barriers to parental participation.



STATE-DISTRICT-SCHOOL **COLLABORATION**

Parental Involvement = Student Achievement
Policy and Fiscal Resources to Encourage Parental Involvement



Parental Involvement = Student Achievement
Technical Assistance and Resources to Encourage
Parental Involvement

Parental Involvement = Student Achievement
Implementation of Parent Involvement
Programs & Resources

A Spotlight on Parents

Over 30 years of research has proven beyond dispute the positive correlation between parent involvement and student success. Effectively engaging **parents** and **families** in the education of their children has the potential to be far more **transformational** than any other type of education reform.

The Research Shows When Parents Are Involved!

- ✓ Economically disadvantaged students can achieve to levels as economically privileged children.
- ✓ Culturally diverse children achieve better.
- ✓ Delinquent student behaviors decrease (e.g. violence, drug abuse)
- ✓ Students achieve at all ages and grade levels.



Source: (USDE, Condition of Education 2000, Henderson and Berla, Clark 1983; Comer 1980, 1988; Eccles, Arbreton, et al., 1993; Eccles-Parsons, Adler and Kaczala 1982; Epstein 1983, 1984; Marjoribanks 1979 as cited in Eccles and Harold 1996)

A Spotlight on Parents

The Research Further Shows That When **Parents** Are Involved:

- ✓ Students have higher grades and test scores, better attendance, and complete homework more consistently.
- ✓ Students exhibit more positive attitudes and behavior.
- ✓ Students have higher graduation rates and greater enrollment rates in post-secondary education.



Source: (USDE, Condition of Education 2000, Henderson and Berla, Clark 1983; Comer 1980, 1988; Eccles, Arbreton, et al., 1993; Eccles-Parsons, Adler and Kaczala 1982; Epstein 1983, 1984; Marjoribanks 1979 as cited in Eccles and Harold 1996)

A Spotlight on Parents

Over 30 Years of Research Revealed:

The most accurate predictor of a student's achievement in school is **not income or social status**, but the extent to which that **student's family** is able to:

- ✓ Create a home environment that encourages learning;
- ✓ Communicate high, yet reasonable, expectations for their children's achievement and future careers; and
- ✓ Become involved in their children's education at school and in the community.



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Source: (USDE, Condition of Education 2000, Henderson and Berla, Clark 1983; Comer 1980, 1988; Eccles, Arbreton, et al., 1993 Eccles-Parsons, Adler and Kaczala 1982; Epstein 1983, 1984; Marjoribanks 1979 as cited in Eccles and Harold 1996)

State, District, School Collaboration

A Single Accountability System

Accountability
Rigorous Testing
Superintendents
Districts
Parents
Accountability

What's The Bottom Line?
Accountability



Principals
Accountability
Higher Standards
Schools
Teachers
Student Performance
States

**NCLB HOLDS EVERYONE ACCOUNTABLE FOR
STUDENT PERFORMANCE**

**The Single Accountability System Supports and
Encourages Parents to be Involved!**

State and District Collaboration

Annual Report Cards- Section 1111

Parents Supported through Report Cards



All states (SEAs) and local education agencies (LEAs) receiving Title I funds must prepare and disseminate annual report cards.

State

School Report Cards

Beginning the 2002-2003 school year, unless the State has received a 1 year extension, the State is required to prepare and disseminate an annual State report card. The report card should be presented in an understandable and uniform format, and in a language that parents can understand.

District

School Report Cards

Beginning the 2002-2003 school year, a LEA receiving funds is required to prepare and disseminate an annual local educational agency report, except the State may provide the LEA with a one year extension due to exceptional or unforeseen circumstances.

State and District Collaboration

Funding/Title I Allocations

Parents Supported through Funding

States

Title I grants are awarded to states and to districts to improve the education of disadvantaged children, turn around schools, and increase choices for parents.



Districts

Reserve not less than 1 percent of Title I allocation for parent involvement programs, including promoting family literacy and parenting skills if the school receives an allocation of \$500,000 or more.

(exception: If the school's allocation is \$5000 or less this reservation does not apply)

Note: 95% of the 1% allocation must be distributed to the local school level.

State and District Collaboration

School Improvement Notification -Section 1116

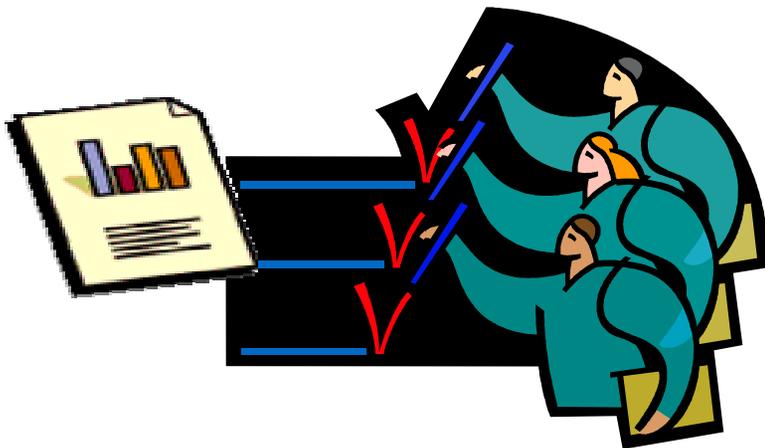
Parents Supported through Notification

Notice to Parents

The state is required to publish, and disseminate to parents and the public, information on any corrective action through such means as the Internet, the media, and public agencies.

Notice to Parents

The district is required to publish and disseminate information regarding any corrective action in the same manner.





State and District Collaboration

School Improvement Notification - Section 1116

Parents Supported through Notification

Notice to Parents

The district is required to provide parents notices of each student enrolled in an elementary school or secondary school identified for school improvement or restructuring and the following:

- An explanation or what the identification means;**
- How the school compares in terms of academic achievement;**
- A reason for the identification;**
- An explanation of what school is doing to address the problem of low achievement;**
- An explanation of what the district or state is doing to help the school address the achievement problem.**

District and School Collaboration

Language Instructional Education Program - Section 1111 Parents Supported through Notification

Limited English Proficiency

Parental Notification and Participation:

The district is required to notify and to implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in assisting their children to attain English proficiency.



State and District Collaboration

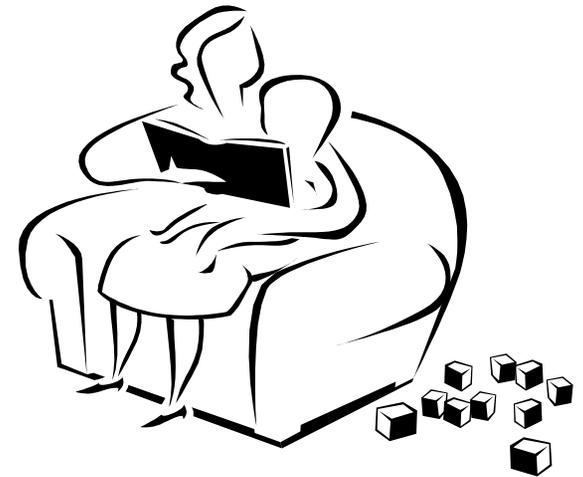
School Choice and Supplemental Educational Services- Section 1116

Parents Supported through School Choice and Supplemental Educational Services



•**School Choice**

•**Supplemental Educational Services**



State and District Collaboration

Support for Parents through Parents' Right to Know and Requirements for Paraprofessionals - **Section 1111 & 1119**

•Parents Right to Know

- Professional Qualifications of Teachers



•Paraprofessionals

- New Requirements Proposed



District and School Collaboration

Section 1118



District and School Collaboration

Parents Supported through Written Parent Policies-Section 1118 **The Written Parental Involvement Policy**

(1) The District Level

✎ Written Parent Involvement Policy

(2) The School Level

✎ Written Parent Involvement Policy



District and School Collaboration

Written Parent Involvement Policy- Section 1118

Districts are Required to Support Parental Involvement!



The District Level Responsibilities:

- Involve parents in the **joint development** of school plans;
- Provide the **coordination**, **technical assistance**, and other support to implement effective parent involvement activities;
- Build the **schools'** and **districts** capacity for strong parental involvement;
- Coordinate and **integrate parental involvement** strategies with other programs;
- Conduct, with parent input, an **annual evaluation** of the content and **effectiveness** of the parent involvement policy in improving the academic quality of schools.

{The policy should be incorporated into the district plan, and establish agency expectations for parent involvement. }

School and Parent Collaboration

Written Parent Involvement Policy -1118

Schools are Required to Support Parental Involvement!



The School Level Responsibilities:

- Convening an **annual meetings**, at a convenient time, to inform parents of their school's participation and explain the requirements, and the right of the parents to be involved;
- Offering a **flexible** number of **meetings** and may provide transportation, child care, or home visits, as such services relate to parental involvement;
- **Involving** parents, in the **planning**, **review**, and **improvement** of programs;
- Providing parents of participating children **information** related to curriculum, assessment and proficiency levels; if requested by parents, opportunities for regular meetings;
- Submitting any **parent comments** on the plan when the school makes the plan available to the local educational agency.

School-Parent Compacts

Shared Responsibility for Student Achievement - Section 1118

Parents Supported through School-Parent Compacts



School-Parent Compact

Represents the shared responsibility for improving student achievement. (Parents, school staff and students are involved)

 **Emphasis: High Quality Curriculum and Instruction**

 **Emphasis: Effective teacher-parent communications.**

District and School Collaboration

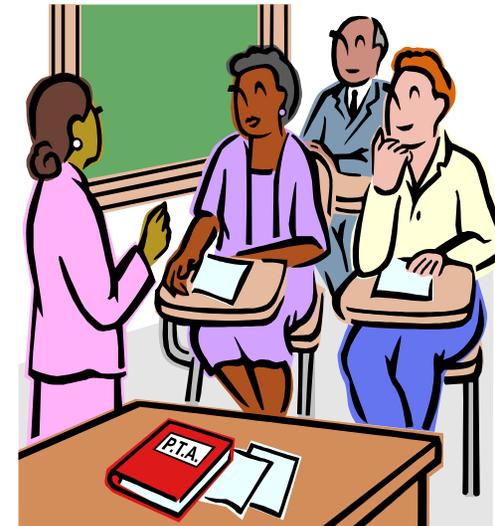
Building Capacity for Parental Involvement- Section 1118

Parents Supported through 14 Activities

14 ACTIVITIES TO BUILD CAPACITY FOR PARENTAL INVOLVEMENT

The School and Local Educational Agency (District) are required to provide:

- 1. Understanding in standards, assessments and monitoring;**
- 2. Materials and training;**
- 3. Education in the value and utility of the contribution of parents;**
- 4. Coordination and integration of parent involvement programs;**
- 5. Ensure that information is in a format and language that parents can understand;**
- 6. Involve parents in the development of training for school staff;**



District and School Collaboration

Building Capacity for Involvement- Section 1118 (e)

Parents Supported through 14 Activities

The School and Local Educational Agency (District):

- 7. May provide literacy training;**
- 8. May pay reasonable expenses;**
- 9. May train parents to enhance the involvement of other parents;**
- 10. May arrange school meetings and in-home conferences;**
- 11. May adopt and implement model approaches;**
- 12. May establish a district wide parent advisory council;**
- 13. May develop roles for community-based organizations and businesses; and**
- 14. Provide support as parents may request.**



Questions and Answers



Parental Involvement Resources

Presentation Resources

- The Condition of Education 2000, The **National Center for Education Statistics**
 - <http://nces.ed.gov/programs/coe/>
- **Efforts by Public K–8 schools to involve parents in children’s education: Do School and Parent Reports Agree** <http://nces.ed.gov/pubs2001/2001076.pdf>
- **NCLB Parents Guide** - <http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.pdf>
- **Family Involvement in Children's Education Successful Local Approaches-** (Eccles, J.S. and Harold, R.D.) (1996)- <http://www.ed.gov/pubs/FamInvolve/index.html>
- **A New Generation of Evidence: The Family is Critical to Student Achievement** – (Henderson and Berla) 1995
- **State of New Jersey Title I Web site** - <http://www.nj.gov/njded/title1/>
- **Federal Non-regulatory guidance**
 - <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>
 - <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>
 - <http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc>
 - <http://www.ed.gov/policy/elsec/guid/paraguidance.pdf>
 - <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>
 - <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>

Resources

Compendium of Resources

Ames, C. (1993).

Parent involvement: The relationship between school-to-home communication and parents' perceptions and beliefs. Report No. 15. Baltimore, MD: Center on Families, communities, Schools, and Children's Learning.

Eagle, E. (1989).

Socioeconomic status, family structure, and parental involvement: The correlates, of achievement. In A.T. Henderson & N. Berla (Eds.), *A new generation of evidence: The family is critical to student achievement* (pp. 59--60). Washington, DC: Center for Law and Education.

Epstein, J.L. (1991).

Effects on student achievement of teachers' practices of parent involvement. *Advances in Reading/Language Research*, (5), pp. 261-276.

Epstein, J.L. (1995, May).

School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, pp. 701-712.

Fruchter, N., Galletta, A., & White, J.L. (1992).

New directions in parent involvement. New York: Academy for Educational Development.

Henderson, A. T., & Berla, N. (Eds.). (1994).

A new generation of evidence: The family is critical to student achievement (A report from the National Committee for Citizens in Education). Washington, DC: Center for Law and Education.

Henderson, A. T., & Mapp, K L. (Eds.). (2002).

A Wave of New Evidence: The Impact of School, Family, and Community Connections on Student Achievement (National Center for Family & Community Connections with Schools) Institute of Education Sciences, U.S. Department of Education, Washington, DC:

Moles, O. (1996).

Barriers and successes in involving Title I parents. Unpublished manuscript.

Rioux, J.W., & Berla, N. (1993).

Innovations in parent and family involvement. Princeton, NJ: Eye on Education.

Toomey, D. (1986).

Home-school relations and inequality in education. In A.T. Henderson & N. Berla (Eds.), *A new generation of evidence: The family is critical to student achievement* (1994) (pp. 138-139). Washington, DC: Center for Law and Education.

Turnbull, A.P., & Turnbull, H.R., III. (1990).

Families, professional, and exceptional: A special partnership (second edition). New York: Macmillan Publishing Company.

U.S. Department of Education, Office of Educational Research and Improvement. (1997, February). *Family Involvement in Children's Education, Successful Local Approaches*: Washington, DC: Author.

Ziegler, S. (1987, October).

The effects of parent involvement on children's achievement: The significance of home/school links. In A.T. Henderson & N. Berla (Eds.), *A new generation of evidence: The family is critical to student achievement* (pp. 151-152). Washington, DC: Center for Law and Education.